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or a large work, without constantly consulting other bibliographies. While the advanced student may with some difficulty derive great benefit from the author's sound criticism, it remains a pity that so much useful information is more or less concealed in a labyrinth inaccessible to beginners. We hope that an exhaustive index will open up all these treasures to everybody. Most of the special treatises are suggestive of regrets that they are not many times longer, and in one or two cases it may be doubtful whether this feeling arises solely from the superior excellence of the essays, or also from the fact that they are somewhat fragmentary. But in any case we must not forget that, for instance, MEYER'S and KLUGE'S, and in fact most of the essays, are the first comprehensive works ever published on their respective subjects, and that consequently we should not expect to find our every curiosity satisfied. Perhaps, indeed, the noblest success of a book is to inspire fresh curiosity, and in this respect the effect of our 'Grundriss' is preëminent. Here, as on an excursion into an unexplored country, we are constantly surprised by new outlooks and at the same time experience an ardent desire to know more and more of what lies beyond; a thousand side paths and openings invite us, and we would fain stop and examine more closely, were it not that the main road itself is continually presenting so many interesting phenomena. We might, indeed, envy our young students, who are to have the pleasure of traversing these broad domains under the guidance of such distinguished masters; but let us rather join the party: we are all sure of receiving our share of benefit as well.

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THE COLLAR-EYSENBACH GERMAN GRAMMAR.

Graded German Lessons, being a Practical German Grammar, by WM. EYSENBACH. Revised and Rewritten, with notes, etc., by WM. C. COLLAR, A. M., Head-Master Roxbury Latin School. Boston, Ginn & Co.

It will require considerable evidence a few generations hence to convince antiquarians

that OLLENDORF'S Grammar was ever used as a text-book in sober earnest. Yet it is but a few years since this book—"ignorant of man's nature and of boy's"—was almost the only American publication offered as an aid to the teacher of German. Undoubtedly an inspired teacher can teach with any text-book, however poor, but unfortunately the rank and file can hardly lay claim to this high qualification, and it becomes of great importance to secure and put before them every most efficient aid, while even the best teachers cannot afford to be indifferent toward the associate which they introduce to their pupils.

The past three years have seen the publication of no less than a dozen grammars, all of them with more or less valid claim upon interest and acceptance, and the problem is no longer—Where shall I find a good grammar? but—Which is the best? In many cases the answer to this question will depend upon the peculiar circumstances. Students, for instance, who wish only the merest outline to enable them to read scientific prose will find enough in PROF. SHELDON'S Short Grammar, while others who can devote themselves to a thorough study of the grammar from a linguistic stand-point will take WHITNEY'S or BRANDT'S. But as a grammar for the average high-school or college class, there are a great many points in favor of the one which is here under consideration.

Without feeling obliged to define the "Natural Method," it may safely be said that most progressive teachers employ it to a greater or less extent, even though they do not confess their allegiance. This grammar will be found to be on the whole a happy mean between the Natural and the Scientific methods, and especially adapted to the great majority of teachers who do not find it practicable or wise to follow either course exclusively. Beyond this, two of the greatest merits of the book, points in which it is superior to many of its competitors, are its arrangement under one series of lessons, and the "sweet reasonableness" of the English exercises. It has been felt by all teachers that a grammar which outlines the subject in one series of lessons, but omits just enough to oblige the pupil, in order to under-

stand it, to go through a second series, is a mistake. Many students are unable to spend more than a term on the grammar. Such are accordingly compelled to buy a book a considerable portion of which they never use, and at the same time fail to get a right view of the subject. Hence one of the essentials of the ideal grammar is a single series of lessons. Together with this should go the greatest brevity consistent with thoroughness and clearness. In this respect the present work leaves something to wish for. The introduction of German Extracts for Translation must be regarded as a mistake. It occupies space and serves no good end. As PROF. COLLAR says in his Introduction, the aim should be to get at translation as soon as possible, but the most satisfactory translation for the pupil is in continuous work.

The other strong point of the book is in the character of the sentences used for translation from English into German. In each exercise there is a more or less thorough treatment of one phase of expression in sentences grouped about subject, thus giving a very desirable unity to the exercises. In most conversational grammars there is a large proportion of the "silver-spoon-of-my-grandmother" element—that element which has brought the study of German grammar into disrepute. With very few exceptions there is a human probability about the sentences in MR. COLLAR'S book which will be greatly refreshing to the teacher who has missed this quality in his older text-books. To this, paragraph 43 makes a strange exception. Such sentences as: My nephew's monkey is in his [whose?] room;—What *does* your nephew *buy* in that shop?—Where is the ox of your uncle's herdsman?—*I am looking* for my hare; *I have lost* it in the garden;—*Have* you *found* what you *are* looking for?—seem to indicate that this lesson escaped the careful revision manifest in the others.

The scientific division of nouns into strong and weak declensions, aided by the tables on pages 69 and 40 (the latter might be simplified) is certainly the clearest way of presenting the subject; but it is confused here by an over-handling which is likely to offset all the benefit derived from the plan. Lesson 4 treats the

strong declension; Lesson 5, the weak. Lesson 7 treats the feminine nouns, thus overlapping the two just mentioned. Lessons 8 and 9 treat masculine and neuter nouns in connection with the declension of adjectives, this also overlapping 4 and 5. Lesson 10 treats feminine nouns again, making the third appearance of this subject. Then comes Lesson 11 treating the plural of the weak and strong declensions, followed by Lessons 12 and 13 on the plural of neuter and feminine nouns. Here is certainly room for much condensation and consequent improvement. In doing this, note should be taken of the following: Paragraph 125,2 might fairly say: One-half of the monosyllabic feminines; Paragraph 125,3 is wrong,—'two-thirds' should be *two-sevenths* (see § 127,2, and § 154).—Paragraph 130 would be clearer: "All feminine polysyllables and one-half the monosyllables."—Paragraph 130,4 should specify "foreign nouns accented on the last syllable but not ending in *al*, *an*, *ast*, etc."

Further points of excellence are: the treatment of prepositions, in which notice the single oversight of saying that *nach*, without distinction of meaning, stands either before or after its object. Only in the meaning 'according to' may *nach* stand after its object. The negative use of *ein*, *etwas*, etc., the position of *nicht*, the distinction between *sein* and *haben* as tense auxiliaries, and the distinction between the real and the apparent passive voice, points which are often omitted or poorly handled, are made clear by the author. Only in regard to the last, a matter on which too much light cannot be shed, such an infallible test as that of throwing the doubtful form into the active voice, whereby the false passive changes its tense, would certainly be helpful.

Especially good are the chapters on the order of the sentence and on the subjunctive. The latter is enforced, as indeed is the case throughout the book, with excellent examples, but would probably be aided by more general statements as to the nature and use of the subjunctive. The suggestion always to learn the article with the noun, is one which long experience has proved valuable.

The pronunciation is treated briefly and well, with the exception of *ö* and *ü*. For so

simple a matter it is queer what an ado grammarians make over these two sounds. MR. COLLAR says *ö* is like the English *u* in *burr*, or like French *eu*. The first remark is not correct enough to be of any use, and the second, aside from not being strictly accurate, is no help, since French *eu* is one of the most difficult vowel-sounds in any European language. It is a simple matter to direct any one how to make these sounds: *ö* is English *ä*, and *ü* is English *ee*, both made with the position of the lips commonly taken in pronouncing *oo*.

Matters of detail which we should hope to see corrected or improved in a second edition are: The insufficient explanation of the meanings of the auxiliaries of mode, especially of *wollen* and *sollen*, and their mutually complementary relation in the sense of intention, one active the other passive. The index on this subject omits the references to pages 101 and 107, while Lesson 16, under the title, omits the intended reference to page 267.

Paragraph 197,1 is not entirely correct. "Comparative and superlative are formed by the addition of *-er*, and *-st*, or *-est*, to the positive." The superlative of predicate adjectives is formed in two ways: with *der*, *die*, *das*, when the comparison is with objects of like kind; with *am—sten*, when the object is compared with itself or with things of another kind.

Lesson 20 should contain a statement of the meanings of the inseparable prefixes. Moreover, paragraph 232 in this lesson is insufficient. *Durch*, *unter*, etc., may be recognized as separable, for the most part, by the literal meaning of the compounds, while those compounds which have figurative meanings, or are rendered by Latin derivatives, are mostly inseparable. The place of the accent does not help the student, because he does not know it.

Paragraph 336 contains the only general reference to the use of the article in German when omitted in English. It consists of a few inadequate examples. When used in the full extent of their meaning, abstract and mass nouns in the singular, and class nouns in the plural, take the article in German. The same is true of the names of days of the week and names of months and seasons; also of Christian names and *Vater* and *Mutter*, when

used in the family.—Paragraph 339,3 on *es giebt* is insufficient. In fact no real explanation is offered. *Es giebt* states the facts of nature, and others applying to a large extent of time and space, in distinction from *es ist*, which states incidental circumstances and facts existing in limited time or space. *Il y a* does not help in distinguishing, for it covers both.—Paragraph 46,3 is in error regarding the last two cases. Of the strong verbs in *o*, but one takes *ö* in the second and third singular; of the six in *au*, but two change to *äu*.

Page 113, Note 6, is not quite accurate. "The *when* of narration is *als*; of interrogation is *wann*; implying condition is *wenn*." *Als* is used for historic tenses, *wenn* for present and future, both meaning "when." In Lesson 23 and elsewhere, the author makes a mistake, pedagogically at least, in rendering the Conditional by English *should*. This leads inevitably to confusion in the pupil's mind. In the same Lesson, page 174, Note 6, occurs the expression "an impossible wish relating to the past," by which is probably meant, a wish contrary to fact. The imperfect subjunctive, moreover, does not express an impossible wish relating to the present; it carries no implication of possibility or the contrary.

The statement of the correspondence of consonants, on page 16, is open to the same objection as is made by DR. HUGO SCHILLING, in MODERN LANGUAGE NOTES for February, to the treatment of this subject in the JOYNES-MEISSNER grammar, namely, that it gives a perverted idea of the relation of the two languages, though MR. COLLAR does not profess that this is a statement of Grimm's Law. Yet the defence which MR. JOYNES sets up is scarcely valid, since the arrangement which would really be the helpful one for the student is the reverse of the one given by him as well as by most of the grammars which touch the subject. Instruction should go from the known to the unknown, from the English to the German, and so in the natural direction of consonantal development. A brief statement of the more important limitations of Grimm's Law would be very desirable.

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